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ABSTRACT

One goal of site-based management in schools is to move decision making on policy issues closer to the point of implementation. Therefore it is important for teachers and administrators at a site to have the information and assistance necessary to make informed decisions. To help site personnel gain this information and evaluate data, a "site friendly" template for program evaluation has been developed. The template is presented in this document. It includes categories for project title, overview, need, goals, objectives, activities, assessment, relationship to district mission, relationship to other programs, time line, and budget. A blank assessment is included as well as one that has been filled out as an example of how the evaluation form is used. (JPT)

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SITE-BASED EVALUATION STRATEGIES

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Site-based Evaluation Strategies

One of the goals of site-based management in the schools is to move decision making to the nearest point of implementation. Therefore, it is incumbent that administrators and teachers at a site have the data and assistance necessary upon which informed decisions can be made.

To help site personnel gain this data and establish a means of evaluating the data a "site friendly" template has been developed. The template appears below. Site personnel are ask to complete the template for programs requiring evaluation:

Title:

The title should include key words that reflect the essence of what you are doing.

OVERVIEW:

IN GENERAL , WHAT DOES THE PROJECT ATTEMPT TO DO?
WHAT IS INNOVATIVE ABOUT THE PAOJECT? Provide a brief explanation of what the project/practice/process attempts to do. This statement is intended to be general and understandable to a wide audience (e.g. board members, etc.). What's new or innovative? What makes your project unique?

NEED:

WHAT GENERALIZED NEED FOR THE EDUCATIONAL COMMUNITY IS ADDRESSED (FROM THf LITERATURE)?
WHAT SPECIFIC SITE/DISTRICT NEED IS ADDRESSED?
What need is addressed? All projects must demonstrate a generalized need for the educational community. Cite specific literature supporting the need. Additionally, what need is being addressed at your site? What evidence do you have to support the need?

GOALS:

WHAT BROAD OUTCOMES FOR STUDENTS, TEACHERS, PARENTS, THE SCHOOL, THE COMMUNITY, ETC. ARE ADDRESSED?
Goals refer to broad outcomes or processes that you identify. Who will benefit/change/grow due to your project directly or indirectly? (A parent project might have goals that eventually impact children, but your objectives "directly" affect parents, thereby "indirectly" affecting students.)

In order to be of broader value to teachers, schools, districts, etc., an innovative practice/project must have clear goals, fairly specific objectives, activities to meet those objectives and some form of assessment to demonstrate that the objectives were reached. This is more than an educational exercise. Many effective practices are probably abandoned because what determines success has not been clearly defined. Conversely, some practices are probably being used that are not effective because the objectives are not compatible within a particular context or the definition of success is overstated or not clearly defined.

OBJECTIVES:

FOR EACH GOAL, WHAT SPECIFIC OBJECTIVES DOES YOUR PROJECT INTEND TO ACCOMPLISH?
For each broad goal, you will have one or more objectives. Objectives define some outcome or process that you can document in some way. They need not be overly specific, but should have some way to assess their degree of completion.

ACTIVITIES:

FOR EACH OBJECTIVE, WHAT ACTIVITIES ARE TO BE IMPLEMENTED TO ACCOMPLISH THE OBJECTIVE?
Each objective should have activities clearly specified to indicate how objectives will be addressed. The activities are your project. To be used by others, they must be clearly identified.

ASSESSMENT:

FOR EACH OBJECTIVE, WHAT INFORMATION WILL SHOW EVIDENCE THAT YOU HAVE REACHED YOUR OBJECTIVE?

For each objective, you should identify what specific outcome(s) address the meeting of the objective. Assessment can be specific such as a reading test score, or merely a count of the number of parents attending a meeting.

RELATIONSHIP TO DISTRICT MISSION:

How does your project complement the goals/mission of the district?

RELATIONSHIP TO OTHER PROGRAMS:

How does this project complement other programs at the site or in the district?

TIMELINE:

BUDGET:

Where possible, the budget should be specified by objective.

To address concerns of component differentiation, the following strategy is suggested to be incorporated in the "objectives" section above:

1. Involve teachers and program staff in the assessment of program components by defining those objectives within those components in terms of measurable student of school performance outcomes. The process first identifies which program objectives are best measured by subtests (for example, CTBS refers to theses as category objectives) within the district's standardized test. These then are part of the assessment data for which the project is held accountable. For federal or state programs, where overall test scores must be provided, these special reports can be added. The process then identifies component objectives that are not best measured by test items so that appropriate performance assessment can be developed. Again, these specific assessments are used for accountability.

2. If there is a district level evaluation unit, involve that unit in a manner that incorporates program data needs with district level needs. For example, program codes that are precoded on student standardized test sheets might be established. Also, a site level retrieval system might be implemented (for example, CTBS has a micro software package called Testmate that interacts with the mainframe to down load and sort data). Additionally, the ability to merge local data (e.g. attendance, performance tests, etc.) may have to be established.

3. If there is no district level service, the school site will have to develop the capability for data collection and manipulation. A variety of software can be utilized to accomplish this goal.

The following is the form used in performing the evaluation by the local site.

1. Title: _____

2. Overview:

In general, what does the project attempt to do?

What is innovative about the project?

3. Need:
What generalized need for the educational community is addressed (from the literature)?

What specific site/district need is addressed?

4. Goals:
What broad outcomes for the students, teachers, parents, the school, the community, etc. are addressed?

4. Goals Continued

Objectives:	Activities:	Assessment:
For each goal, what specific objective does your project intend to accomplish?	For each objective, what activities are to be implemented to accomplish the objective?	For each objective, what information will show evidence that you have reached your objective?

5. Relationship to the district mission:

6. Relationship to other programs:

7. Timeline:

The following is an example of how the evaluation form was used.

1. Title:
A Technologically Enhanced Library Media Center

2. Overview:

Catalog Plus is an efficient and effective way to match students and staff to the resources that they are looking for. At present, as a result of this project, patrons can search the school's collection by subject, author, title, call number and key words from two IBM PS/ 2 workstations located in the Library Media Center. A dedicated file server combines the information from the card catalog with the circulation software to tell the user if the item he/she has chosen is available. To further the concept of the Media Center as the "hub" of the school, the project will attempt to allow greater access to its ever-expanding
technological resources by first networking the CD ROMs and Catalog Plus in the Media Center, then networking these resources to the classrooms.

What is innovative about the project?

Pinedale is one of the first two elementary schools in the district to provide electronic access to its Library Media Center's collection of resources. The trend towards computerized access has been most evident in public, secondary and college level libraries. Elementary schools are just beginning to recognize the value and practicality of this application of technology for their own media centers, especially when their curricula recognizes the importance of information skills. The success of our project has been impetus for other elementary schools in our district to install an online catalog. District wide installation will eventually allow media teachers to search each others collections for the purpose of sharing and maximizing the use of resources.

Sharing CD programs on a network will allow greater access to our ever expanding quality CD ROM programs.

3. NEED:

What generalized need for the educational community is addressed?

"To provide students and staff with intellectual as well as physical access to all types of information" is a powerful charge as stated in *Information Power: Guidelines for Library Media Programs* (American Library Association, 1988).

All students must prepare for a society where information is paramount if they are to be successful adults. Catalog Plus allows students to independently research, locate and utilize materials of interest to them. This system overcomes the limitations of the traditional card catalog and is especially helpful to our limited English students. CD ROM programs are very effective in engaging students in research as well as literature. We have found them to be useful in creating independent learners, addressing the needs of our bilingual students and promoting computer literacy.

What specific site/ district need is addressed?

Site: To provide equal access to all types of appropriate resources in an effort to create information managers. Pinedale is a schools with a large population of children with limited reading skills due to cultural diversity. Only 33% of the students in grades 2-6 are reading at or above grade level. This compares to 60% district wide. These students can more easily access information through automated systems.

Their success at Pinedale will hopefully affect their success at Kastner Intermediate and Clovis West High School where the dropout rate has been high in comparison to other areas in the district.

4. GOALS:

1. CREATE ...

(a) independent learners
(b) an efficient means of providing quality resources
(c) positive self-esteem

2. PROMOTE...

(a) the use of technology by students, staff and community

3. DEVELOP...

(a) information skills through the collaborative planning and teaching process

4. PREPARE...

(a) students for success in their continuing education
(b) students for a place in a technological society

1a

Objective: The students will be able to conduct electronic searches without direct supervision.

Activities: Cooperatively planned and taught research units that require locational skills.

Assessment: Monitor charts incorporated into units to show mastery of the skill. Informal observation. Small pieces of paper with call number notations littering the floor show students are using the catalog.

Objective: Students will independently gather information from CD ROMs.

Activities: Station activities that require access to CD ROM programs.

Assessment: The Media Teacher checks and grades note cards with information gathered from the resource.

1b

Objective: To reduce the time spent searching the collection for needed resources.

Activities: Gathering resources for teachers as requested on monthly topic sheets.

Assessment: First hand experience by the Library Media Teacher and technician. Comments by teachers and students.

1c

Objective: To provide successful activities resulting in positive self - esteem.

Activities: Success-oriented units that involve instruction on the catalog and CD ROMs.

Assessment: Comments from students in the form of informal evaluations done at the end of cooperatively planned and taught units.

2a

Objective: Inservice staff, students, and community on the use of Catalog Plus and CD ROMs when appropriate.

Activities: The staff is inserviced by the Library Media Teacher or technician by grade level on the use of the systems. Students learn as part of an integrated unit of study. Parents are inserviced as they come into the library with their children or as part of a SART inservice.

Assessment: Informal observation on the part of the Library Media Teacher and the technician. How much are the systems being used? Are we turning patrons away because the resource is occupied?

3a

Objective: To increase integrated location and notetaking skills instruction through cooperative program planning and teaching.

Activities: The Library Media Teacher will help plan, teach, and evaluate cooperative units of study that will incorporate the use of Catalog Plus and CD ROMs where appropriate.

Assessment: Monthly reports on all units taught in collaboration with the Library Media Teacher in the Library Media Center are submitted to the principal and Director of Media Services.

4a

Objective: To master basic location skills and CD ROM access by the time a student leaves the 6th grade.

Activities: Units that require the use of the 2 basic systems where the skills required are checked for mastery. This will be done by the classroom teacher and the Library Media Teacher.

Assessment: The Library Media Teachers at the intermediate and high school level can tell who has had instruction, and who hasn't. Informal and formal evaluation at these higher levels can be solicited in a district as small as ours.

4b

Objective: To master skills at an elementary level that the SCANS Report (written by the Secretary of Labor's Council) listed as necessary for success in today's work force: management of information and data bases.

Activities: Resource-based units of instruction that incorporate search and use of computer data bases. These units will also include the application of the data to a meaningful project.

Assessment: The Library Media Teacher and classroom teacher will monitor mastery of the skills taught by checkpoints in the unit. The teachers will evaluate the process as well as the product. Informal observation is also useful.

5. RELATIONSHIP TO THE DISTRICT MISSION:

Catalog Plus exemplifies the district's mission by providing lifelong learning skills to a community with diverse needs.

6. RELATIONSHIP TO OTHER PROGRAMS:

This project will reinforce the information skills continuum soon to be in effect at Pinedale. It will also enhance the Sparthenian Reader Program that rewards and encourages independent readers by help them select literature of interest. Students are not afraid to use Catalog Plus because of the keyboard training they have received in our WICAT computer lab. Furthermore, the Fresno County Free library uses a similar electronic system. This has definite implications for the future sharing of resources. CD ROM resources are all purchased to enhance the state frameworks and curriculum covered at all grade levels. These programs are not separate from, but integrated with the Library Media Program.

7. TIMELINE:

Phase I

Catalog Plus with 2 student workstations and a file server: 1992/93

Phase II

The replacement of 2 MAC SE computers with MAC LC IIIs for color capability. Networking of all CD ROMs to provide access at all 5 MAC stations. The networking will also allow the MACs to be used as search stations for Catalog Plus. Networking will provide needed access to printers also. Stations will receive added memory to run more programs: projected for 1993/94

Enlargement of facility could also become a major piece to the project if funds permit: possibly 1994/95

Phase III

Network all CD ROMs and Catalog Plus to the classrooms: As funds become available : possibly 1996/97